

Bloxham School



CAREERS POLICY STATEMENT Part 1, 2e

ISI	Part 1. Quality of Education Provided
NMS (if applicable)	
Policy Owner	MAB / CEE
Annual Review Date	November 2019
Next Annual Review Date	November 2020
Website	Yes
Policy Last Updated	January 2020

Careers Education, Information, Advice and Guidance (CEIAG): Policy Statement

Introduction

Bloxham School is committed to Careers Education as a vital means of giving all students the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers Education will prepare all individuals for the opportunities, responsibilities and experiences of education, training and employment and also the challenges of adult life. Careers Education will be at the heart of Bloxham School's curriculum, integrated with Personal and Social Development (PSHE) and supported through linked programmes and timetabled sessions such as Tutor Time, House Nights-in, the Sixth Form Seminar Series and study skill sessions. In addition to this, important events such as Future Focus, careers fairs, employer talks, work tasters/placements, one-to-one careers advice, the Careers Breakfast Club and UCAS, Apprenticeship and FE guidance will play a vital role in helping pupils manage progression in their learning and work-related skills as they move through the school and beyond. Emphasis will be upon impartial, confidential and informed advice, delivered within a framework of Equal Opportunities. There will be support from independent Career Services (who follow the Matrix Standard and staff are all awarded with a Level 6 Diploma in Career Guidance and Development), as outlined in the Delivery Agreement and detailed in the Careers Curriculum Framework.

Careers Education at Bloxham School follows the Gatsby Charitable Foundation's Benchmarks plus the guidelines outlined by CEIAG (Careers Education, Information, Advice and Guidance), which reflects the aims of careers education from the revised (October 2018) *Careers Guidance and Access for Education and Training Providers: Statutory Guidance for Governing Bodies, School Leaders and School Staff*, and supported by the Quality in Careers Consortium, the CDI and the Careers Allianceⁱ. Careers education adopts a whole-school approach and all students (including Lower School pupils) will have access to careers information and guidance, with a strengthening emphasis in provision for 3rd – U6th Formers. All careers resources for staff, students and parents will be published on Bloxham School's intranet (Firefly) and further information about our Careers Framework/Programme, events and supporting careers information will be accessible via the school's public website.

Overall Aims

Bloxham School aims to closely follow all eight Gatsby Benchmarks to help students make the most of themselves and their opportunities in learning and work. The Careers Department is committed to ensuring that all pupils are given the opportunity to be both informed and inspired by their careers education by enabling them to:

- have access to impartial and independent careers adviceⁱⁱ;
- understand and develop their own career pathways by about who they are, what's important to them and what they would like to achieve in their lives;
- understand ways of experiencing and achieving career happiness and well-being;
- raise their aspirations, broaden their horizons and counter stereotyped thinking about what they and others can do in our society;
- extend their knowledge of changing opportunities, requirements and pathways in learning and work;
- make the best use of information, advice and guidance (IAG) and their networks of support;

- develop essential career skills including resilience, adaptability, enterprise, employability and self-presentation;
- take increasing responsibility for managing their own career choices, plans and transitions.

In addition to this, the Careers Department continually strives to:

- Underpin careers education across all eight Gatsby Benchmarks, with an understanding that all targets will be met by 2020. An online self-evaluation tool ('Compass') has already been used and the School is making good progress towards meeting all benchmarks (achieving over 60% progress across all eight targets and over 80% achievement across Benchmarks 1-4). The Department is currently targeting progress towards meeting these goals, using the Compass Tracker Tool and providing further support/implementation via staff training, support and investment in additional resources over time.
- make links with employers and to develop long-term local enterprise partnerships with various businesses in order to give pupils the opportunity to hear directly from professionals and to be inspired by role models. This goal is in line with the *Inspiration Vision Statement* (published by the Minister of State for Skills and Enterprise)ⁱⁱⁱ to help give our students more "... real-life contact with the world of work so that when they come to make big decisions, they understand where different choices could take them in the future" (pg 1).
- provide advice and guidance to students that is up-to-date and (wherever possible) in line with the rapidly evolving changes in both technology and the labour market. Following the advice from the Gatsby Foundation, the Careers Department aims to provide careers support and guidance, labelled 'good' by international standards.^{iv}

Overall, Bloxham School's Careers Education, Information and Guidance Policy complements the school's aims and other relevant policies and guidelines, especially those for teaching and learning, PSHE and pastoral care, special educational needs (SEN) and equality, diversity and inclusion (EDI).

Commitment

Bloxham School's Board of Governors, the Headmaster and the Senior Leadership Team are committed to meeting our statutory careers-related responsibilities and the Gatsby Benchmarks. We will uphold:

- the duty to secure independent and impartial careers guidance for all Bloxham School students;
- the duty to help students with special educational needs achieve better life outcomes, especially in the area of work opportunities;
- the entitlement of young people to a planned programme of activities that meets their needs;
- the principle of engaging students, employers/businesses, parents/carers, providers of independent and impartial careers guidance, and other education providers in achieving worthwhile learning outcomes, progression opportunities and destinations for students;
- the commitment to meeting all eight Gatsby Benchmarks by 2020;
- the need to ensure that all pupils are made aware of the wide range of post-16/18 opportunities/destinations available to them, including apprenticeships, technical routes, further education colleges, universities or employment.

Provision

In order to meet the aims and objectives outlined above, the Careers Department will implement and have regular contact with the following:

- **Management** – the Head of Careers manages the Careers Department and provides regular inputs into SLT and governors’ curriculum committee meetings. The Careers Department is responsible for producing, implementing and evaluating an annual Careers Plan, which is informed by Bloxham School’s Development Plan. The Head of Careers also works alongside independent careers advisers (to ensure access to impartial and independent advice) and liaises with the PSHE programme co-ordinator (SB), HoDs, Tutors, Housemasters, the UCAS Team of Advisers and external careers information providers (such as employers and apprenticeship providers).
- **Resources and delivery** – The budget for meeting the Gatsby Benchmarks (including staffing and staff costs, curriculum time and material resources) is settled annually and every endeavour is made to ensure that sufficient resources are allocated to meet students’ needs. The Careers Hub has relevant, up-to-date information in a range of media including supervised access to online careers resources (such as Unifrog, Fast Tomato and Morrisby). The Head of Careers selects and maintain teaching resources needed for the Careers programme and actively seeks the involvement of the wider community (other education and training providers, local employers, etc.) in providing opportunities for students. The Careers Programme is also published on the School’s website and updated/revised annually.
- **Guidance** – Careers guidance is provided in partnership with external careers advisors and includes individual and group activities. All guidance must be impartial, confidential (within policy guidelines), responsive to students’ needs and based on the principles of equality and diversity.
- **Training** – Head of Careers professional learning and development needs are identified through an annual TDR and appropriate arrangements are made to meet needs within a reasonable timeframe.
- **Monitoring, review & evaluation** - Key programme activities are monitored, reviewed and evaluated on a regular basis with the active involvement of students. The findings are presented in the report on the annual Careers Plan and recommendations fed into next year’s plan.

Signed:

Headmaster

Mr Paul Sanderson

Head of Careers

Dr Claire Evans

Assigned Careers Governor (Lis Lewis-Jones)

Mrs EL Lewis-Jones

Chair of Governors

Mr MS Hedges

[Date 30th October 2019]

ENDNOTES

ⁱ December 2018 updated document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

ⁱⁱ Following the **Education Act, 2011** the statutory duty to ensure that young people (under 19) in England have **access to careers guidance** support was changed.

Prior to the 2011 Act the duty was placed upon the Secretary of State to ensure that a '**careers service**' was provided for young people. That careers service was provided from 1974-1994 by Local Education Authorities; from 1994-2001 by contracted careers companies/providers under contract to the Secretary of State; and from 2001-2012 by Connexions Partnerships/LA Connexions Services as part of their wider youth support service functions.

The Education Act, 2011 placed the duty to '**secure access to independent careers guidance**' for their pupils and students upon schools (from September 2012 for pupils aged 14 to age 16), and then from September 2013 upon schools for pupils aged 13-18 and upon FE Colleges and Sixth Form Colleges for students aged 16-18.

The 2011 Act defines 'independent' in this way:

"careers guidance provided to pupils at a school is independent for the purposes of this section if it is provided other than by:

- (A) A Teacher Employed Or Engaged At The School, Or
- (B) Any Other Person Employed At The School"

The Act therefore requires Schools to be commissioners of careers guidance not providers of it (that's not to say they will not provide some of it, but the new statutory duty is to secure external careers guidance in addition to whatever a school provides internally). It is worth reminding ourselves what the OECD definition of 'careers guidance' covers, as this is referred to by the Department for Education in its guidance on what the statutory duty includes:

"Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services)."
(OECD, 2004)

ⁱⁱⁱ This publication was published under the 2010 to 2015 Conservative and Liberal Democrat coalition government in response to Ofsted's thematic review of careers guidance in schools, published on 10 September 2013. This vision builds upon what the best schools and educational institutions are doing and encourages culture change in providing careers advice. The report is available from:
<https://www.gov.uk/government/publications/careers-inspiration-vision-statement>

^{iv} Prof John Holman was commissioned by the Gatsby Foundation to explore what 'good career guidance' would look like. Career guidance in the UK has been much criticised, but the Gatsby Foundation have sought to ask 'what would it look like were it good?' Holman's team visited six countries (the Netherlands, Germany, Hong Kong, Finland, Canada and Ireland) where both career guidance and educational results are good. We also visited schools in England and studied the available literature on career guidance in English state schools. From all this input we made a judgement on what 'good' looks like in the form of eight benchmarks identifying different dimensions of good career guidance: <http://www.gatsby.org.uk/GoodCareerGuidance>